

Preface

To be useful as guides to learning, these *Revised Missouri English Language Proficiency Standards and Grade Level Expectations* must be approached with a full understanding of what they are and what they are not. Within these pages are English Language Proficiency Grade Level Expectations (GLEs). Everything here depends on the knowledge, skills, and experiences of the teachers and administrators who use them to formulate meaningful learning experiences modified to meet student needs, provide rigorous evaluations of those experiences, and design the continuous improvement plans which should be a part of all successful school programs. Notably, the English Language Proficiency Standards and Grade Level Expectations

- do not constitute a curriculum to be followed;
- are not an exhaustive list of activities which will lead to language competency;
- do not provide accurate grade level placement guidelines; and
- do not provide all the skills or competencies which are required for success in core academic subjects;

Rather, the Missouri English Language Proficiency Standards and Grade Level Expectations serve two basic functions: first, they give the practitioner progress indicators with which district, school, and classroom curriculum and instruction can be integrated; second, they align ESL classroom activities with the Missouri “Show Me Standards”. The English Language Proficiency GLEs have been isolated for language instruction attention while the Performance Indicators themselves have been written in the form of assessable or measurable content-based tasks, rather than theoretical “learning levels,” so that teachers could see a practical sequencing of language instruction unfold.

Generally, the English Language Proficiency Standards are designed for thoughtful educators to read and understand the design and science that they represent—a design which provides foundations and progressions of English language learning levels. Specifically, Missouri educators must

- understand that all classrooms are multi-leveled, and the grade designations used within this document are merely there to show a logical progression for a student who progresses smoothly through all phases of the ESL curriculum at the appropriate age;
- consider carefully how to sequence activities for students who have had no previous schooling, interrupted schooling, or ineffective formal instruction;
- supplement the activities within this document to intensify and to solidify academic English language growth;
- consider and evaluate learning on an individual basis, given a student’ language, cultural and educational background.

The English Language Proficiency Standards document is not unique to Missouri. It is both the product of national TESOL Standards and Missouri ESL teachers. The English Language Proficiency GLEs, progress indicators and activities are derived from the experiences of the state’s fine ESL teachers.

Thoughtful implementation is our challenge and our expectation.